



Assessment Policy

2025-2026

Approved by:	Ms. Ilne Gevers
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Next review date:	July 2026



Assessment Policy

Philosophy

Assessment lies at the heart of the teaching and learning process. Promoting the student's learning and developing self-esteem and confidence is at the core of our school ethos. Assessment for Learning (AFL) is incorporated into all aspects of Teaching & Learning throughout GEMS Westminster School (GEMS WSR).

Aims

The aims of assessing the children:

To build a more open relationship between student and teacher where students are willing to take risks for learning and teachers provide positive feedback.

To involve students in the learning objective for every lesson.

To allow students and teachers to identify success criteria.

To give students the opportunity for self-evaluation and peer evaluation.

To promote student's active listening and questioning skills.

To celebrate success-recognition of every student's achievement.

SOD

To continually monitor the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream classroom as possible,

To facilitate access to the curriculum through differentiated planning, accommodation, and modification by the class teachers, and Learning Support Staff (LSA) as appropriate to their needs,

To provide specific input, matched to individual needs, as well as differentiated classroom provisions, either with the Inclusion department or through external agencies when possible, for those students recorded as having additional needs,

To promote positive perceptions of Students Of Determination and those with additional needs within our school community, so that inclusive provision is positively valued and accessed by staff and parents,

To enable students to move from our school as well equipped as possible, holistically, including the basic skills of literacy, numeracy, and social independence to meet the demands of post-school life and learning,

To form strong partnerships between all stakeholders so that the student's learning and emotional well-being are optimally supported,



To give the students a voice in planning and in decision making that affect them,

To have an open door policy regarding parents and staff relations.

Assessment can be:

- Formative – to indicate the effectiveness of teaching and learning
- Diagnostic – to indicate strengths and weaknesses
- Summative – for recording and reporting purposes
- Informal – on-going for teacher and student information
- Self and peer assessment

AfL at GEMS WSR

At GEMS WSR, assessment for learning is a continuous process which involves the seeking and interpreting of evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next and which is the best way to get there.

At GEMS WSR, Assessment for Learning includes:

- Sharing and involving learning intentions at the beginning of the lesson.
- Involving children in self-evaluation against the stated learning objective.
- Focusing oral feedback around the learning intentions of lessons and tasks.
- Organising individual target setting where appropriate, ensuring that children's achievements and targets are based on previous achievements at the same time as aiming for the next level.
- Appropriate questioning and raising self-esteem via the language of the classroom and ways in which achievement is celebrated.
- Self and peer assessment of learning both orally and in writing
- Providing constructive verbal/written feedback to learners relating to the lesson criteria.

Assessment for Learning in action:

- Learning objective of lessons are made explicit in teachers planning.
- The learning objective will be displayed and shared for each lesson and success criteria will be displayed and referred to throughout
- Ensure that student learning is reviewed at regular intervals throughout the lesson, not just at the end,
- Teachers are encouraged to find different ways to review learning to suit different learning styles,
- The plenary part of all lessons will often include the student's reflective comments about their learning, followed by teacher summary, aimed at consolidating learning and providing links with future learning,



- Oral feedback will start with a comment about how the student is progressing in understanding the learning objective and how they can improve their understanding and application,
- All written work is marked primarily to the learning objective, general comments about presentation, quantity, effort and surface features are secondary. Summative marking of exercise books is not, if done in isolation, an effective use of AfL strategies,

Achieving our aims

The aims of Assessment for Learning will be achieved through the following practices:

- Effective Planning – to ensure that learning experiences are varied; meaningful and stimulating
- Self-review by both teachers and students will be built into the planning.
- Sharing Learning Objectives –Focus the learning objective on subject content.
- Shared Success Criteria - a verbally discussed success criteria in lesson which will help identify the steps needed to complete a task. The use of modelling and shared activities to make explicit the success criteria.
- Effective Questioning and Dialogic Talk - Using more open-ended questions, giving more thinking time, using think-pair-share to help students feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.
- Target setting - set individual, challenging targets in all subjects on a regular basis and discuss these with the students so that they are involved in the learning process

We use this information to:

- Inform us when we are planning, so that work is appropriately differentiated and considers different children's learning styles, abilities and progress
- Monitor teaching effectiveness and teaching methods.
- Improve the motivation and self-esteem of each child.
- Inform the children and parents about progress and the next steps.
- Help us set realistic but challenging targets for individual children, groups, year groups, classes, teachers and the school.
- Provide evidence for recording and reporting.

At all times assessment should be manageable, useful and lead to further learning. It is not possible or helpful to record all assessment information but sufficient selective recording should take place to:

- Track children's progress.
- Inform parents, other teachers and receiving school about progress, strengths and weaknesses.
- Analyse results and use this information to inform future teaching.

Elements of successful assessment and what these look like in practice:

We believe that there are six key elements to successful formative assessment:

Integrity **Responsibility** **Respect** **Honesty** **Tolerance**



- Creating a constructive classroom climate;
- Clarity in learning objectives;
- Success criteria;
- Effective questioning;
- Feedback and marking;
- Student led learning.

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school through internal & external assessments. It is through an effective tracking system that the needs of every student can be met and that the school develops a clear understanding of how to raise standards.

SOD

The Inclusion department has a SEN toolkit that will be utilised to assess students and gather information to inform us on their level and the support required to improve their skills. These assessment are:

- WellComm EYFS: speech and language screening
- WellComm Primary: speech and language screening
- YARC early reading test: phonological skills, alphabetic knowledge and word reading
- YARC Passage reading primary: accuracy, reading rate, and comprehension
- YARC Passage reading secondary: reading accuracy, fluency, and comprehension
- Sandwell Revised and Early Numeracy test EYFS & KS2 & 3: assesses identification of numbers, oral counting, value/computation, object counting, language
- BPVSI: assesses students' receptive (hearing) vocabulary
- PhAB2 Primary: assesses SEN students on their ability to process sounds in spoken language

The Assessment cycle at GEMS WSR will include data from:

Formal Statutory Academic Assessments: These are the mandatory assessments that every student must undertake during their time at GEMS WSR.

- KG1: EYFS Learning Goals teacher assessment,
- KG1, KG2 and Grade 1: Phonics Screening,
- Grade 2 – Grade 10: GL Progress Tests in English, Maths and Science,
- Grade 9 – 10: i-GCSEs,
- Grade 11 – 12 AS/A-Levels.

Additional Internal Academic Assessments: The ongoing continuous assessments that take place throughout the academic year.



- Baseline Assessments
- Ongoing daily assessment,
- KG1 – Grade 5 termly Phonics Check,
- KG1 – Grade 5 Toe-By-Toe Reading Age assessment,
- KG2 – Grade 5 End of Unit assessments,
- KG2 – Grade 5 end of unit ‘Big Write’,
- KG2 – Grade 5 weekly Spelling and Mental Maths,
- Grade 1 – Grade 12 termly standardised Arabic and Islamic assessment
- Grade 6 – 9 termly standardised ‘End of Term’ assessments,
- Grade 6 – 12 ‘Fortnightly Progress checks.

Additional External Assessments: The additional external assessments help support planning, pupil progress and target setting.

- Cognitive Ability Testing (CAT4),
- New Group Reading Test (NGRT),
- Arabic International Benchmarking Test (IBT),
- Programme for International Student Assessment (PISA),
- Trends in International Mathematics and Science Study (TIMMS),
- Progress in International Reading Literacy Study (PIRLS),
- A-Level Performance System (ALPS).

Purpose of Assessment

Formative - Provide ongoing (real time) information to the teacher to plan the next steps in the children’s learning.

Diagnostic – Used by Inclusion to identify children’s strengths and weaknesses to plan intervention.

Summative – Provides a snapshot of each child’s understanding of the curriculum.

Evaluative - Teachers evaluate their planning and teaching and implement areas for improvement.

All assessment outcomes, including standardised test results are used to evaluate current practice and to inform future planning.

Marking

When marking teachers are identifying the strengths and noting areas of difficulty. Next steps in learning will be given as well as strengths. Our marking policy was introduced in September 2022 and ensures a consistent approach to marking throughout the school. Our marking feedback is given in the following forms; written marking, verbal feedback from class teacher, pupil marking (peer and self-assessment).



Assessment for Learning

Assessment for learning is a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. It helps both teachers and children decide where they are at in their learning journey and where they need to go and how best to get there by developing critical thinking skills.

Assessment for Learning is an integral part of our approach to teaching and learning at Newton British Academy. Teachers use success criteria marking, peer marking and self-assessment to involve pupils in their learning and inform them of their next steps. Assessment for Learning opportunities are identified in planning and are highlighted in red. Children's work is marked against the Learning Intention (LI) and Success Criteria (SC) of the lesson. Effective questioning is also used as a form of assessment.

Assessing Pupil Progress (APP)

In September 2022, GEMS WSR introduced a new APP assessment for KG2-G5 for writing which is in line with National Curriculum guidelines 2014. Each unit of work that the children complete will end with an independent writing task that will be leveled using the APP and added to a writing portfolio for each child in every year group. The APP highlights gaps in teaching and informs planning enabling teachers to adapt the curriculum to meet the needs of the individual.

Primary Internal Assessment

Reading

Progress in reading standardised assessment are used to assess students' attainment in reading for understanding across Phase 2. These assessments are taken at baseline, Mid-Term and at the end of

Term 1 and 2 to track students' progress. In addition to this GL NGRT and PT English assessments are used in conjunction with PiRA to triangulate the data to ensure students are awarded accurate attainment grades.

Sigma Science Assessments

For Year KG2-G5 we use Sigma Science Assessments, these are in line with The National Curriculum, 2014. These assessments follow all topics taught in each year group. All data is on an excel marksheet. These assessments are termly and help inform our planning going forward and highlights gaps in teaching.

Mathematics, White Rose Mathematics

Mathematics progress in Term 1, 2 3 up to Mid-Term is assessed using White Rose Mathematics assessment materials which assess the topics taught during each term.



Secondary Assessment

Internal

The internal assessments that take place over the academic year are focused on a series of assessments across Grades 6 to 12. The table below summarises the structure of our internal assessments.

Academic Year	Internal G6 to G9	Internal G10	Internal G11 and G12
Term 1	Baseline, Progress Check 1, Progress Check 2 EOT Assessments Online Progress Tests	Baseline, Progress Check 1, Progress Check 2 Mock Paper 1 (Oct) Mock Paper 2 (Nov/Dec)	Baseline, Progress Check 1, Progress Check 2 Mock Paper 1
Term 2	Progress Check 3 Progress Check 4 EOT Assessments Online Progress Tests	Progress Check 3 Progress Check 4 Mock Paper 1 & 2	Progress Check 3 Progress Check 4 Mock Paper 1 & 2
Term 3	Progress Check 5 Progress Check 6	-----	----

External

The structure of the external assessments that are taken throughout the academic year across all key stages are summarised in the table below. The GL assessments are primarily conducted in Term 1 and Term 3 and are focused on the core subjects of Mathematics, English, and Sciences. The grading system across WSR is analysed via data triangulation of the GL assessments and in conjunction with a teacher assessment – this allows an overall final grade for every pupil’s academic achievement.

Additionally, for G10, G11 and G12, external assessments are concentrated towards the IGCSE, AS-Level and A-Level board examinations. At WSR to meet the needs of all learners and to maximise student potential, examinations are taken from exam boards of Oxford AQA, Edexcel and Cambridge.

Academic Year	External G3 to G9	External G10	External G11 and G12
Term 1	CAT4, NGRT (1), PASS	CAT4, NGRT (1), PASS	-----
Term 2	-----	JANUARY ENTRIES - IGCSE	JANUARY ENTRIES – AS-LEVEL, A-LEVEL
Term 3	PROGRESS TESTS (Maths, English, Science) NGRT (2)	JUNE ENTRIES – IGCSE NGRT (2)	JUNE ENTRIES AS-LEVEL, A-LEVEL



GL ASSESSMENTS CONSIST OF:	
CAT4	CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative, and spatial reasoning – and provides you with an accurate analysis of potential student achievement.
NGRT	The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills to help you get to the root of any problems precisely and quickly. Particularly useful to identify EAL students who may appear to be competent readers but who could have weak comprehension skills, NGRT provides information about sentence completion and comprehension skills, allowing you to identify where difficulties lie
PASS	Social and emotional well-being is essential for effective learning, yet there will always be students who lack confidence in their learning and who don't always feel connected with school and their teachers. PASS takes the guesswork out of understanding why this might be, focusing on three broad areas – how a student feels about themselves, their engagement with the curriculum, and their feelings about school.
PROGRESS TEST SERIES	The Progress Test Series (PT Series) helps accurately measure how WSR and its' G6 to G9 students are performing in English , Math's and Science . They are easy-to-use tests that assess knowledge, helping you to understand current levels of attainment and identify any gaps in learning at both an individual and cohort level.

Consistency of judgments

The teacher's judgments of levels with the consistency and accuracy are fundamental, should our decisions and data analysis to be given credence. Teachers can share opinions based on evidence from formative and summative assessments, alongside informal discussions with staff to clarify the best fit judgements.



Measuring Attainment

Primary

Primary	
Greater Depth	98 - 100%
	96 - 97%
Working Above Expectations	93 - 95%
	89 - 92%
Working At Expectations	80 - 88%
	71 - 79%
Working Toward Expectations	63 - 70%
Working Below Expectations	56 - 62%

Secondary Key Stage 3 (Grade 6 – 9):

In secondary, 'Stanine Levels' are used to measure student attainment throughout the academic year. The percentages required to achieve these 'Stanine Levels' at the end of the term are assigned according to the assessment criteria within the UAE School Inspection Framework (indicator 1.1) and applying the Cambridge 'Standard Nine' Scaling system. The percentages accumulated from internal assessments are converted into stanines and external assessments stanines are taken from raw data reports. Applying data triangulation of the stanines from both internal/external assessments allows measuring attainment to be rigorous and reliable.

Using this method allows early intervention of preparing our student expectation of IG standards and more importantly supporting a clearer transition from KS3 to KS4.



Implementing the Cambridge stanine scaling system, percentage conversion to stanine is applied thus by far to identify students that are 'inline' and 'above' curriculum standards.

Therefore, from G6 to G9 aligning to curriculum expectations;

- **Working Below: <=47% (<=Stanine 4)**
- **Working In Line: =49% (=Stanine 5)**
- **Working Above: >=55% (>=Stanine 6)**

Secondary Key Stage 4 (Grade 10):

For consistency across the secondary school, in G10, stanine scoring is further implemented - this grading system is in line with the IGCSE curriculum expectations.

Grade	Percentage %
9	80
8	70-79
7	66-69
6	55-65
5	49-54
4	40-48
3	32-39
2	25-31
1	19-24
U	0-18

- **Working Below: Stanines 1-3**
- **Working In line: Stanine =4**
- **Working above: Stanine >=5**

In G10, assessing students throughout the academic year, data triangulation is a priority of the progress test series and CAT4 data (stanine levels are applied). The 'End of Year' targets are generated for every student across the year group to allow student monitoring of attainment and development.

Secondary Key Stage 5 (Grade 11 – 12):

In Key Stage 5, we use the A*- E grading system aligning with the International A-Level grading system.

Therefore;

- Working Below: Grades E - D
- Working In line: Grade C
- Working above: Grade B and above

At G11, we assess students identifying their IGCSE (G10) results to derive an 'End of Year' predicted grade. Equally at G12, we assess students from their AS-Level (G11) grades. Hence allowing a clear direction of each student's goal and learning path towards an 'End of Year' predicted grade.



Measuring Progress

Progress: Progress is measured termly at WSR. The rubric for measurement of whole school progress can be found below, progress is measured in the same way across the whole school to ensure consistency of judgment and a smooth flight path. Progress is shared with parents in the end of term reports to make the 'value added' explicit.

Please see progress table below:

Progress	Term 1	Term 2	Term 3
Greater Depth	ABOVE EXPECTED PROGRESS	ABOVE EXPECTED PROGRESS	ABOVE EXPECTED PROGRESS
Working Expectations Above	ABOVE EXPECTED PROGRESS	ABOVE EXPECTED PROGRESS	ABOVE EXPECTED PROGRESS
Working Expectations At	ABOVE EXPECTED PROGRESS	EXPECTED PROGRESS IF MOVED UP ATTAINMENT LEVEL FROM T1 ABOVE EXPECTED	EXPECTED PROGRESS
Working Expectations Toward	EXPECTED PROGRESS	BELOW EXPECTATIONS IF MOVED UP ATTAINMENT LEVEL FROM T1 EXPECTED PROGRESS	BELOW EXPECTATIONS IF MOVED UP ATTAINMENT LEVEL FROM T1 EXPECTED PROGRESS
Working Expectations Below	BELOW EXPECTATIONS	BELOW EXPECTATIONS	BELOW EXPECTATIONS

Target Setting– these should be displayed in copybooks or on classroom displays.

Target Setting linked to students gaps in learning used for all students. A target linked to gaps in learning are negotiated and specific timeframe agreed (note: groups of children may share the same target). At the end of the agreed time period-or earlier if achieved- the child and teacher review progress and the process begin again.

Note: These targets should be applied across all formal exam subjects *e.g. If the target is to always use capital letters and full stops with 100% accuracy, there should be evidence of this in a range of subjects.*

Reporting to Parents

Assessment data is filtered down and shared with parents through a variety of different mediums:



- Monthly parental communication (phone call, online meeting, email etc.) with the class teacher where updates on attainment and progress are shared,
- End of Term Report Cards contain attainment and progress data for all core and MOE subjects,
- End of Year Report Cards contain their final attainment and progress for all subjects taught that year,
- External Assessment Results are shared with parents, following parental workshops to explain the information,
- i-GCSE, AS and A-Level certificates are sent to the students and parents on completion of their examination.

Policy Review

The policy will be presented to the staff and SLT. It will be reviewed and appropriately updated every year or more frequently if required.